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ABSTRACT

The effects of a language versus a dialogue emphasis and a structured versus an unstructured follow-up in intensive language instruction were assessed using eighty-three students destined for missionary work in Spanish-speaking countries. A 2 X 2 analysis of variance design was employed, with students assigned to one of four treatments: language emphasis, unstructured; dialogue emphasis, unstructured; language emphasis, structured; and dialogue emphasis, structured. After eight weeks of intensive training at the Language Training Mission of the Church of Jesus Christ of Latter-Day Saints, and after two months of living in a foreign country, students were tested for language and dialogue mastery. Results revealed no significant differences between language and dialogue emphasis treatments. A comparison, however, between structured and unstructured treatments revealed significant differences in favor of structured on each of the following: language mastery, dialogue mastery, dialogue comprehension, dialogues learned, and total number of dialogue concepts learned. On the basis of the foregoing, the following conclusion seems applicable to the field of intensive language instruction: a continued structured follow-up in both language comprehension and dialogue memorization is necessary if the student is to continue to make rapid progress after the initial period of intensive training. (Author/CFM)

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THE EFFECT OF A LANGUAGE VERSUS A DIALOGUE EMPHASIS IN BEGINNING SPANISH INSTRUCTION AND A COMPARISON OF STRUCTURED VERSUS UNSTRUCTURED FOLLOW-UP

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FINAL REPORT

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INTRODUCTION

The study described is part of an attempt by the Language Training Mission (LTM) to evaluate and improve its programs for training students for life as missionaries in a foreign country. In keeping with the expanded view of the Church of Jesus Christ of Latter Day Saints, the LTM senses a need to learn how to train students better and faster.

This study was initiated to help resolve a number of important issues. The first issue is the training focus or emphasis at the LTM. The bulk of the time a student spends at the LTM is consumed in learning a foundation in his foreign language and the acquiring of standard dialogues in that language. Since students have generally been unable to get all of the training they needed in both language and dialogue at the LTM, there is a legitimate question regarding how much time and how much effort should be put into each of these two areas.

Feedback from some student supervisors suggests that having a number of dialogues mastered is critical for a new student. They emphasize that students traditionally have trouble learning the dialogues after they arrive in the country. It is the opinion of many student supervisors that students should, therefore, get a minimum of instruction in the foreign language at the LTM and focus primarily upon learning the dialogues. Supposedly they will be able to pick up any additional skills needed in the foreign language after they arrive in the country and are living among the native speakers of the language.

Other student supervisors have pointed out the need for a good preparation in the language for a student arriving in the country. They point out the difficulty experienced by new students in comprehending what people say, emphasizing that, until there is understanding and communication, students cannot effectively communicate, regardless of how many dialogues he may have memorized. Moreover, it is felt by many that a strong foundation in the language is necessary before any effective memorization can take place.

The first goal of the current study, then, was to gather information which would help in resolving the question of how much emphasis to put on learning the language and how much to put on learning the dialogues at the LTM.

The second important issue under consideration is the value of post-LTM programs (for teaching language and/or dialogues) to overall student training.

Church leaders and other experts (see Language and Discussion Task Committee Report, February, 1975) have suggested that student training should be viewed as a continual process which begins before a student arrives at the LTM and continues after he arrives in the country. In this context it would seem important to investigate the potential of post-LTM programs in the language learning and dialogue learning process. Accordingly, the second goal of the study was to evaluate the need for and value of post-LTM language and dialogue programs.

Specifically, the study attempts to answer four questions:

1. To what extent should the LTM focus on teaching the foreign language, and to what extent should it focus on teaching the dialogues? Are these two learning tasks independent of each other or is a certain proficiency in the language prerequisite to effective memorization?

2. Is there a need for post-LTM language instruction and/or dialogue instruction? How well do students who have been in the country for some time perform in terms of these two areas?

3. If either of the needs described in question 2 does exist, are there programs available which can fill this need?

4. How do question 1 and 2 interact with each other; in other words, to what extent does the emphasis at the LTM affect the need for follow-up programs in language and/or dialogues?

METHOD

Design

Figure 1 shows the experimental design for the study.

Eighty-three Spanish-speaking students were divided into four groups on the basis of two factors: (1) emphasis at the LTM; and (2) post-LTM programs.

Forty-three students, or approximately half, were provided a language emphasis at the LTM, while the other forty received a dialogue emphasis. After completing instruction at the LTM, approximately half of the language group and half of the dialogue group received follow-up instruction in both language and dialogue through the use of post-LTM programs. The other half of the students from each of the two emphasis groups did not receive follow-up instruction in the country.

Looking at the design another way, there were twenty-two students who received a combination of a language emphasis at the LTM, followed by post-LTM programs; twenty-one students who received a dialogue emphasis at the LTM, followed by post-LTM programs; twenty-one students who received a language emphasis at the LTM with no follow-up programs; and nineteen students who received a dialogue emphasis at the LTM with no follow-up programs (this last group initially consisted of twenty students but one of these went home early, reducing the number to nineteen).

The students in this study had been assigned to nine different Spanish-speaking areas. All of the participating areas had some subjects from the language emphasis group and some from the dialogue emphasis group. However, areas were nested in terms of the other factor, post-LTM programs. All of the experimental students in the Argentina-Buenos Aires North, Argentina-Buenos Aires South, Peru-Lima, and Uruguay-Montevideo area participated in the post-LTM programs, while all of the students in the Guatemala-Guatemala City, Costa Rica-San Jose, Venezuela-Caracas, Argentina-Rosario, and Bolivia-La Paz areas comprised the group which did not participate in the post-LTM programs. These nine areas were selected to participate in the study because they collectively provided a large number of Spanish-speaking students entering the LTM during one two-week period. The four areas who received the post-LTM programs were so chosen because their large numbers of students within a close geographical area would facilitate in-field training for the post-LTM programs.

The students were assigned to the experimental groups on the basis of previous experience and ability in the foreign language. Having been divided by area assignment into post-LTM and no post-LTM groups, they were then matched as closely as possible in each of the four treatment combinations. That is, a pair of students in the post-LTM group who were approximately equal were matched with two comparable students from the no post-LTM group. One of

the two students in each group was randomly assigned to the language emphasis and the other to the dialogue emphasis. Then two more students from the post-LTM group and two from the no post-LTM group were paired in the same manner. This continued until all of the students had been assigned. The result was that the overall language emphasis group was approximately equal to the overall dialogue group in terms of entering ability and the overall post-LTM group was approximately equal to the overall no post-LTM group.

The students were divided into twelve districts or classroom groups at the LTM. There were three districts in each of the four treatment combinations, i.e., language with post-LTM, language with no post-LTM, dialogues with post-LTM, and dialogues with no post-LTM.

The language emphasis was designed to provide students with a good solid background in Spanish, including the ability to converse and comprehend well. These students were to learn one dialogue (Dialogue C) but learn it very well, while at the LTM. The dialogue emphasis group was to receive a minimum of language instruction while maintaining a rigorous memorization schedule. The goal for the students in this group was to learn six dialogues.

With respect to the other factor, post-LTM programs, the students in the plus (+) group were to receive instruction from both a post-LTM language program and a post-LTM dialogue learning program. The students were to be taught by their senior companions (who would be carefully trained in the use of the program) for a period of two to three months after arriving in the country.

The students in the no post-LTM program group were a control group for the post-LTM program group. These students were left to follow-up in the country with whatever programs or strategies might be available in their respective areas. They were also defined as representative of the general student sent into the country by the LTM.

Materials

Four sets of materials were used in the study:

1. Espanol para misioneros (Levels I and II). This is the basic Spanish textbook used at the LTM. It provides explanation of grammar concepts and rules, practice of language patterns, and conversation practice. It is normally used by a teacher in the classroom with eihgt to ten students.

Materials (Cont'd)

2. The Uniform System for Teaching Families. (English and Spanish) The uniform system is commonly referred to as "the dialogues". It consists of eight lessons labeled C through J, each of which teaches different important principles and concepts. The students are required to memorize the dialogues in the foreign language, a task approaching eighteen thousand words in Spanish. The memorized lessons then become the core of the students' teaching presentations.

3. Dialogue Memorization for Students. This program was developed at the LTM specifically for this study. It is a tutoring program which may be used by a senior companion or any experienced student to teach the dialogue to a newer student in a foreign language. The program first provides students with an overview or outline of the dialogue, then helps them with pronunciation, comprehension, and finally memorization of the individual concepts within the dialogues. The program is highly structured and is built around a mastery model, meaning that the students are required to demonstrate mastery of individual portions of the dialogues as they learn them.

4. Spanish for Post-LTM Students. This package is an adaptation of the standard LTM Level III Spanish text, which is the text students normally take into the country when they leave the LTM. This book also is designed to be used by a senior companion and a junior companion, where the senior is teaching the junior. It reviews basic and advanced aspects of Spanish grammar, provides appropirate practice, and exposes the learner to a rich and extensive vocabulary of the language. For this study, the standard Level III materials were revised and put in a more structured form, and specific step-by-step teaching procedures were identified.

Evaluation

Several different instruments were used to gather data during the course of this study.

1. The FSI (Foreign Service Institute) Oral Proficiency Examination. This examination consists of an oral interview conducted by one or more experienced testers with each student individually. The testing encompasses the areas of vocabulary, pronunciation, grammar, fluency, and comprehension in the context of the student's ability to communicate in a foreign language. Based upon his performance in the interview, the student is categorized into one of eleven proficiency levels. These levels range from 0 to 5 where 0 is equivalent to no ability in the language and 5 is the abiltiy of an educated native speaker. They also include a plus level for digits 0 to 4; i.e., 0+, 1+, 2+, etc. The plus values indicate that the student is approaching the higher level and has most, but not all, of the characteristics of that higher level.

   The general characteristics of each of the five FSI proficiency levels are summarized in Table 1.

2. The Spanish Written Grammar Test. This is a multiple choice written test covering the essential rules of Spanish grammar. Vocabulary is simple, but the student must be able to select appropriate verb forms and agreement forms, function words, and so on, in order to score well on the test. The maximum score is 60.

3. The Written Dialogue Recall Test. This test samples from the dialogue memorized by the students, i.e., from The Uniform System for Teaching Families. The student is given an excerpt from one of the dialogues and is required to produce the lines which follow that excerpt. This test has been used a number of times at the LTM and has been shown to have a close correlation with a student's ability to actually present or recite the dialogue aloud. The scoring system for the test takes into account verbatim recall, paraphrased recall, or even partial recall, and also discriminates between good and poor grammar in the presentation. Maximum score is 80.

4. The State/Trait Anxiety Inventory (STAI). This is a standardized anxiety inventory designed to measure the level of frustration of a particular individual at a particular moment in time. Scores on the inventory range from the low 20's to the 60's. A higher score indicates a higher degree of frustration or anxiety. LTM norms for the test run somewhere in the low or mid-30's.

5. Oral Dialogue Mastery Test. This test corresponds very closely to number 3 above, except it is administered in the form of an oral interview. The interviewer, or tester, selects a passage from the dialogues and quotes it. The student is then required to quote the immediately following lines. The scoring system is similar to that of number 3 above, but the maximum score for each dialogue tested is 36.

6. The Dialogue Comprehension Test. This test is also administered by a tester to each student individually. The tester selects three passages of five lines each from one of the dialogues which the student has already memorized, and the student is required to translate each passage from Spanish to English. The tester records the number of translation errors, which consist of any words which the student is unable to translate or which he translates incorrectly, as well as any grammatical forms which are incorrectly translated.

In addition to the instruments described above, a number of questionnaire-type instruments were used to gather various kinds of data. These data include, for each student:

1. The number of years of previous experience in Spanish before entering the LTM;
2. The number of dialogue concepts learned and passed off at the LTM or in the field;
3. Language study time and dialogue study time in the field; and,
4. Feedback on the post-LTM programs.

Other data were gathered from the reports and logs of students' supervisors, trainers, and testers involved in the study.

Procedure

The eighty-three students participating in this study arrived at the LTM on March 5 and March 12, 1975. Prior to their arrival, their teachers were oriented to the study and given specific training relative to the treatment they were to follow.

When the students arrived, they were pre-tested with the FSI Oral Proficiency Exam and the Spanish Written Grammar Test. They were also given a questionnaire to determine how many years of previous experience in Spanish they had had. The students were then divided and assigned to the different treatment combinations (language post-LTM, language no post-LTM, dialogue post-LTM, and dialogue no post-LTM) such that all four of these groups were as nearly equal as possible in terms of these three pre-test variables.

During their eight weeks of instruction at the LTM, the program for each treatment was as follows:

The language groups spent most of their time working on language related activities. They worked from Espanol para misioneros (Levels I and II). Some additional material was added from other sources, including an earlier LTM textbook and the Level III Spanish text.

The language emphasis group learned Dialogue C only. Memorization of the discussion was spaced throughout the eight weeks; the first week included half an hour a day of memorization; the second and third weeks consisted of one hour a day; weeks four to six, two hours a day; and weeks seven and eight, four hours a day. As the students memorized the dialogue, they practiced paraphrasing the ideas in their own words. There was an attempt to integrate the dialogue learning with their language learning; that is, they were expected to understand and use the one dialogue they had learned more effectively because of their added control over the language.

The dialogue emphasis group also began their program primarily with language study; however, they spent one and a half hours per day memorizing the dialogues from week one through week three. From week four through week eight they worked full time on the dialogues except for one hour a day of language study. The goal of this group was strictly dialogue oriented, namely, to learn six of the dialogues. The six dialogues to be learned were C, D, E, G, H, and I. In order to cover this many dialogues, this group was required to move through the material quite rapidly.

All students in the study were tested at the end of the first three weeks of instruction with the FSI Oral Proficiency Spanish Test. At the conclusion of their eight weeks at the LTM, and before leaving for the field, the following tests were administered: FSI Oral Proficiency Exam; Spanish Written Grammar Test; Written Dialogue Mastery Test (for Dialogue C); and the STAI Anxiety Inventory.

Most of the students left the LTM for their respective countries during the first and second weeks of May. A special effort was made to send all of the students who would be participating in the post-LTM program on time so that they might receive the needed training in the country. In some cases, problems with visa delays had to be overcome. Nevertheless, all of the students in the (+) post-LTM group left on time. Unfortunately, this was not true in the case of the students who did not have the post-LTM follow-up. Several of these students were delayed for longer periods of time at the LTM, up to three weeks past the normal departure date. The average number of weeks at the LTM for the post-LTM group was eight weeks; for the no post-LTM group it turned out to be nine weeks.

Prior to the arrival of the students in the countries, a letter was drafted and sent out. This letter, which went to all student supervisors involved in the study, explained the basic design and purposes of the study, requested the cooperation of the student supervisors in seeing it through, and itemized the specific responsibilities of the student supervisors with respect to the program in their respective areas. Each of the student supervisors was then contacted by phone; all expressed their willingness to help.

From May 12 to May 24, 1975, students were trained in the field in the use of the post-LTM programs. Four trainers from the LTM traveled to Argentina and Uruguay where the students were trained the week of May 12 through May 17. The following week, three of the trainers went on to Lima, Peru, where the other (+) post-LTM group was trained.

The post-LTM programs used were Dialogue Memorization for Students and Spanish for Post-LTM Students. The senior companions of each of the students in the study were trained as tutors in each of these programs.

The first stage of training in each location was an overview and an explanation of the program. The second stage was a practice stage where each of the tutors practiced the teaching procedures from the two programs.

The third and final training stage consisted of a mastery check, where each tutor demonstrated his mastery of each of the teaching procedures in one-on-one session with one of the trainers. An extensive checklist was used with each tutor individually to assure that he was qualified and capable of using the programs.

After the initial training period, the training team returned to the LTM. Before leaving, however, one of the tutors in each area was recommended and called as an area supervisor to oversee the program during the following two months. The area supervisors worked under the direction of the student supervisor in seeing that the program was carried out. Every two weeks, the student supervisor sent a report to the LTM in which he discussed the progress and problems related to the use of the post-LTM programs in his area.

The students with the post-LTM programs used them for approximately eight weeks in the field. During this time they were expected to spend an hour a day studying the language (using Spanish for Post-LTM Students) and an hour a day studying the dialogues (using Dialogue Memorization for Students). This hour a day of dialogue learning time was designated for learning new material and the students were supposed to find additional time to review as companions the dialogue they already knew.

During the eight weeks, each senior companion worked with his junior companion during the specified two hours, helping him improve his language and continue to learn the dialogues. During this time, students in the post-LTM program mastered an average of fourteen lessons from the Spanish book and learned an average of eighteen concepts from the dialogues. This is equivalent to approximately the first half of the lessons in the language text and approximately a third of all of the concept in the dialogues.

While the students in Buenos Aires North, Buenos Aires South, Montevideo, and Lima were working with the post-LTM programs, those in other areas (the no post-LTM group) were left to their own devices or to whatever might be provided in their respective areas to continue their study of the language and dialogues.

On July 14, four testers in two teams, traveled to each of the areas in the study to gather data and evaluate the progress of the students during the two-month period in the field. The first team of testers went to the Guatemala, Costa Rica, and Peru areas. The other team covered the Venezuela,

Buenos Aires North, Buenos Aires south, Uruguay, Argentina Rosario, and Bolivia La Paz areas. The division of the testing assignments in this way made it so that each team of testers evaluated both students who had participated in the post-LTM programs and students who had not.

In conjunction with the in-field testing, the students were FSI tested; they were tested for mastery of Dialogue C and one other dialogue which they had learned; and they were given the dialogue comprehension test. They also provided questionnaire information regarding the number of concepts of the dialogues they had learned. This information was further broken out into concepts they had learned at the LTM and concepts learned in the field. Students were also questioned in order to obtain information about any language or dialogue study programs they might be using, how much time they spent studying each week, and in the case of the students who had the post-LTM programs, their reactions and comments regarding those programs. Reports and other record keeping forms which the students in the post-LTM programs had maintained during the two months were also gathered. In addition, a number of older students including the tutors or senior companions, were FSI tested at this time.

The testing was all completed by July 25, making a total of approximately twenty weeks from the beginning of the study until the date of final data collection. For some students the actual time in the study was somewhat less than this, depending upon when they arrived at the LTM and when they were tested in the country.

Analysis

An analysis of variance was performed to test for differences among the groups in the study. The statistical model used was a two-by-two factorial with Emphasis and Post-LTM Programs as the two factors respectively. Both factors were designated fixed and crossed. On the analysis for some of the tests which were administered in the field, the number of weeks at the LTM was added as a co-variate to the model. Since some of the students spent a longer time at the LTM, which could conceivably have influenced the number of dialogues they learned or their level in the language, this factor was entered into the model in an attempt to control for those time differences.

In addition to the analysis of variance procedures described above, a chi square analysis was used to test for independence between language learning and dialogue learning.

RESULTS - LTM STAGE

Pre-test

The means for the different treatment combinations on the FSI tests are plotted in Figure 2*. The scores are broken out three ways. First, the language group is compared with the dialogue group; then the students with post-LTM programs are compared with the students with no post-LTM programs. Finally, the four-way combinations (language post-LTM, language no post-LTM, dialogue post-LTM, and dialogue no post-LTM) are compared.

The first score in each comparison is the pre-test. All of the groups appear to be equal on the FSI pre-test.

The results of the written grammar test are summarized in Figure 3. As with the FSI pre-test, the different groups appear to be very similar in terms of the written grammar pre-test.

Frequency statistics on the number of years of previous experience are provided in Table 2 and Table 3. These statistics show that the language group and the dialogues group were almost exactly equal in terms of amount of previous experience; however, the other comparison between post-LTM programs and no post-LTM programs shows that the no post-LTM group had a slight edge, an average of two years previous experience compared to 1.6 years for the post-LTM group. This difference is not significant statistically, however. In fact, none of the differences on the pre-tests are statistically significant, which helps establish the fact that the groups are approximately equal at the beginning of the instruction.

Interim Test

The FSI interim test, which was administered to all students at the end of the third week of instruction at the LTM, is shown as the second point in Figure 2. The dialogue group appears to be slightly ahead of the language group at this point, but the difference is non-significant statistically. The post-LTM and no post-LTM groups appear to be very close together, which is to be expected at this time since post-LTM instruction is not yet a real factor in the experiment.

*Figure 2 summarized the FSI means. The actual distribution of FSI scores (including the number of students at each level) is found in Tables 8 and 9.

Post-tests

FSI post-test scores are also found in Figure 2. At this time the language group appears to be slightly ahead of the dialogues group, which would be according to expectations; however, this difference is non-significant statistically. There is also a slight apparent difference between the post-LTM and the no post-LTM groups. This difference is also statistically non-significant.

On the written grammar test (see Figure 3) the language group has an average of approximately 41 on the post-test, compared to an average of 35 for the dialogues group. This difference is statistically significant at the .01 level. The no post-LTM group appears to be slightly ahead of the post-LTM group on this test at post-test time; however, this difference also is very slight and is non-significant statistically.

The results of the written dialogue mastery test (for Dialogue C) are displayed graphically in Figure 4. The difference between the language and the dialogue group on this test is quite dramatic, the language groups averaging 62 (78%) on the test, and the dialogue groups 43 (54%). This difference is significant at the .001 level. It is obvious from the graph that there is no difference whatsoever in the post-LTM and the no post-LTM groups on this test.

The results of the anxiety inventory are shown in Figure 5. Here again, there is no difference at all between the post-LTM and the no post-LTM group. The language group appears to have a slightly higher anxiety rate than the dialogue group, but this small difference is not statistically significant.

In terms of dialogue concepts learned (see Figure 6), the group with the dialogues emphasis learned approximately twice as many as the group with the language emphasis, an average of fifteen as opposed to seven. It will be noted that the fifteen concepts for the dialogues group falls far short of the expectation for this group. Fifteen concepts are approximately equivalent to two of the dialogues. Moreover, the range of concepts learned was exceedingly large among the dialogue emphasis group. Some students learned 30, 40, or more concepts, while others learned less than 5. The reasons for this are explained below.

A comparison of the post-LTM group with the no post-LTM group suggests at first inspection that those with no post-LTM programs learned more dialogue concepts than those with the post-LTM programs. Specifically, the no post-LTM group learned an average of thirteen dialogue concepts at the LTM compared to ten for the post-LTM group. This difference is primarily due to the fact that the group who did not receive post-LTM training tended to stay longer at the LTM. The difference is not statistically significant like the difference between the language vs. the dialogue emphasis, but it is important to take into consideration because it could affect subsequent learning of the dialogues in the field.

In an effort to determine if there is any relationship between a student's proficiency in the language and his ability to memorize the dialogues, the students' scores on the FSI post-test and the written grammar post-test were correlated with their scores on the dialogue recall test. The result of these comparisons are shown in contingency tables in Table 4 and Table 5.

Table 4 summarizes the relationship between the FSI post-test and the dialogue recall test. For this table, the students were divided into high and low groups on the basis of both tests. The high group on the dialogue recall test was defined as those students with a score higher than 52, which was the post-test mean. In terms of the FSI test, those students with scores of 1 or lower were classified in the low group; those with 1+ or higher, in the high group.

It is apparent from an examination of Table 4 that students who scored low on the FSI test also tended to score low on the dialogue recall test, and students who scored high on the FSI test tended to score high on the dialogue recall test. An examination of Table 5 reveals a similar pattern when the written grammar post-test is compared with the dialogue recall test.

A chi-square analysis was performed on the data in Tables 4 and 5 to test for independence of language scores and dialogue recall scores. Both tests were significant beyond the .01 level. This suggests that there is a relationship of dependence rather than independence between the two variables.

Observation Data

The logs and reports which were maintained during the LTM stage of the study revealed a number of things which need to be taken into consideration.

This was the first time a heavy language emphasis had been attempted at the LTM, at least within the last several years. There is some evidence to suggest that it was not too successful. The language group was somewhat frustrated because they were not learning more dialogues. They were afraid of going into the country unprepared and were also cognizant of the fact that their associates were learning more dialogues than they. Motivation was poor. They seemed to tire of spending so much time studying the language. Attempts to learn coping behavior and the ability to adapt the language did not appear to be very successful because it was the first time teachers had attempted to teach such skills. It seemed they were unable to get untracked and they had almost as much difficulty with the one dialogue as other groups did memorizing more. Most of the teachers were convinced they should be teaching more dialogues and it is unclear to what extent this bias worked against the language groups.

There were difficulties also in the groups with dialogue emphasis. These students attempted to learn six dialogues but couldn't in most instances because some students could not keep up. Of the six districts within the dialogue emphasis, one group covered six dialogues, another covered five, two groups covered four, and two covered three. They were unable to move faster because some students could not keep up. Moreover, as the data in Figure 6 suggests, there was a large disparity between the number of dialogue concepts covered and the number of concepts which were actually mastered. Overall, the average number of dialogues which the students in the dialogue emphasis group learned well enough to pass off was about two or three. Some students, of course, learned more than this and some less. In the language emphasis group, most of the students mastered and passed off Dialogue C. There were a few cases where students in this group did not pass off even the one dialogue, and a few cases where students learned additional dialogues on their own.

The dialogue groups as a whole felt excited to be memorizing so many dialogues, but bad feelings at times developed because some of the students slowed the group down as a whole in achieving their goals. The slower students often became frustrated in their attempts to memorize material they didn't understand and keep up with the rest of the group.

Finally, there were some districts in both treatments which appeared to have problems getting along and becoming united. It was felt by the teachers and supervisors that there were an uncommonly large number of slower students among the groups in this study. This effect was generally balanced out over the whole experiment, as demonstrated by the fact that statistical significance was found in many cases, but many or most of the districts had problems moving ahead as planned, and this primarily because of the large individual differences within the district in terms of ability and motivation. In a way, it is well that this problem of individual differences surfaced in this study, for it is representative of LTM instruction in general and is a constant source of concern in our programs.

It was mentioned earlier that some of the students in the no post-LTM group stayed at the LTM two to three weeks longer than those in the post-LTM group. A number of these students made significant progress in their dialogue study during that time. For example, one student who was in the dialogue emphasis with no post-LTM study and who stayed at the LTM for a total period of eleven weeks finished all the concepts of the dialogues before leaving for the field. To a certain extent, this may have given the no post-LTM group an unfair advantage over the post-LTM group in some of the later comparisons.

Summary of Findings from LTM Phase

1. The language group and dialogue group were approximately equal at the beginning of the LTM instruction. The post-LTM and no post-LTM groups were also approximately equal.

2. There are no significant differences anywhere during the LTM stage of the experiment between the post-LTM and no post-LTM groups. This was to be expected since this was not yet a source of variation in the study. Some of the students in the no post-LTM group did learn more dialogue concepts because they stayed longer at the LTM, but this difference was not significant.

3. The language group was superior to the dialogue group on the written grammar post-test and the mastery test for Dialogue C. Apparently, in spite of the previously described weaknesses in administering the treatments, the language group did come out ahead in terms of their knowledge of Spanish grammar and their

mastery of Dialogue C. However, no difference was shown between these two groups on the FSI test.

4. The dialogue group was superior to the language group in number of dialogue concepts learned. This again is according to expectations since the dialogue group was supposed to learn more dialogues.

5. Language learning and dialogue learning are significantly related. Students who do not have a basic foundation in the language do not do well in memorizing the dialogues as a rule. Students with a higher proficiency in the language do better with the memorization task.

6. In reality (as opposed to theory), there were a number of problems in the language emphasis treatment and dialogue emphasis treatment. What actually happened in the implementation of each treatment was not the same as the expectation. There were problems within districts and, because of large individual differences among students and inexperience among teachers, it was usually not possible to achieve the goals of the specific emphasis. Neither group advanced as far in its designated direction as was hoped. These difficulties notwithstanding, there is some evidence that the language groups were better prepared in terms of language and the dialogue groups were better prepared in terms of quantity, if not quality, of memorized material.

POST-LIM STAGE

FSI (Language) Results

Final FSI means, which were taken after two months in the field, are summarized in Figure 2. There is obviously no difference, at this time, between the language emphasis group and the dialogue emphasis group in terms of their performance on the FSI test. However, on the other dimension, the post-

LTM group, with a mean score of 1.67, appears to be significantly ahead of the no post-LTM group, which has a mean of 1.37. This is significant beyond the .01 level. An examination of Table 9 shows how the distribution of the FSI scores for the post-LTM group tends to show more students at the higher levels and less at the lower levels than the no post-LTM group.

Dialogues Learned

We will compare the different groups in terms of dialogue concepts learned in the field. Referring to Figure 6, it appears that the post-LTM study group learned more of the concepts than the no post-LTM study group. This difference is significant at the .05 level. There is also an apparent difference between the language group and the dialogue group. It appears that the language group may have learned more dialogue concepts in the field than the dialogue group; however, this difference is non-significant.

The third set of bars in Figure 6 summarizes the total number of concepts learned from both the LTM and the in-field phase. The dialogue group appears to have a slight edge on the language group; however, this difference is non-significant at the .05 level suggesting that the language group has almost caught up with the dialogue group at this point. On the other dimension, it appears that the post-LTM group has learned slightly more than the no post-LTM group in terms of total number of dialogue concepts learned. This difference is also non-significant with the standard analysis of variance which was performed on the data; however, it will be recalled that the no post-LTM group spent more time at the LTM, which could be a factor in how many overall concepts they learned. Consequently, when the number of weeks at the LTM is put into the statistical model as a co-variate, the difference between the post-LTM group and the no post-LTM group in terms of total number of concepts learned becomes significantly greater for the (F) post-LTM group at .06.

Dialogue Mastery

Dialogue mastery test results are summarized in Figure 7. The first set of bars refers to the mastery test on Dialogue C; the next set to the mastery test on one of the other dialogues (the specific dialogue varies according to what the student has learned); and the third set of bars is the combined total of the first two.

There are no differences anywhere for the language versus the dialogue comparison in Figure 7. However, the post-LTM group is significantly greater than the no post-LTM group in terms of mastery of Dialogue C and in terms of total dialogue mastery. When number of weeks at the LTM is entered into the model as a co-variate, the mastery of the other dialogues also becomes significantly greater for the post-LTM group.

Dialogue Comprehension

Means for the dialogue comprehension test are displayed in Figure 8. Recalling that this test score consists of the number of comprehension errors committed, a lower score indicates better comprehension. It is immediately obvious that the post-LTM group had much better comprehension of the dialogue they had learned than those in the no post-LTM group. It appears at first glance that the dialogue group may have better comprehension than the language group. This difference, however, is non-significant.

Combination Scores

A word should be said about the four specific combinations, namely language post-LTM, language no post-LTM, dialogues post-LTM, and dialogues no post-LTM, in terms of the final results on the FSI test and the various dialogue measures. There is not enough information in the data to establish that any of these four particular combinations is specifically preferable to the others. An examination of the figures will show that the language post-LTM group seems to look consistently highest and that the language no post-LTM group is almost always very low; also, that the dialogue post-LTM group seems to have made the greatest improvement from the time they left the LTM until the end of the two-month in-field period. These apparent trends, however, are simply not strong enough to establish one of the groups over the others. If the language/dialogue difference had been significant in some cases as well as the post-LTM/no post-LTM difference, then it may have been possible to make more definite conclusions about the four-way combinations. As it is, it appears that the post-LTM program factor alone accounts for most of the differences in the final results, not some combination of post-LTM programs with emphasis at the LTM.

In-field Study Time

Tables 6 and 7 contain some useful information about the way the students spend their study time in the field. Table 6 shows that in general students are spending more time studying the dialogues than the language. It also shows that the differences between the language groups and the dialogue groups in terms of study time in the field were very slight. However, the chart shows that the students in the post-LTM group are spending almost three times as much time studying the language as are the ones in the no post-LTM group. Indeed, those students who do not have the post-LTM program are spending less than two hours per week in regular language study.

On the other hand, the students without the post-LTM dialogue program actually appear to be putting in more hours per week studying the dialogues than those with the post-LTM dialogue program (those with the post-LTM program are averaging 9.9 hours per week, those without it 10.8 hour per week). This difference is not statistically significant. However, it is interesting that even though those without the post-LTM program are spending a comparable amount of time in their dialogue study to those who do have the program are not doing as well.

In-field Study Programs

Table 7 describes the kinds of study programs the students are using in the field. For those groups with post-LTM programs, of course, all of the programs reported are of the same type. That is, the students are using a program organized by the LTM. However, among the students who did not have a post-LTM program, it is evident that, with respect to both language and dialogue, most of them (67.5%) have no regular, organized program. A number of them have programs which they themselves have set up. Only a few of them have programs which were set up in conjunction with their companions and practically none have specific area programs. These data suggest that the students, in general, are pretty much left on their own as far as how they approach the task of continuing to learn the language and the dialogues.

FSI Scores for Tutors

In addition to the information collected on the students in the study, some information was collected about the language level of students in general. Table 10 summarizes the FSI scores for the tutors who participated

in the post-LTM portion of the study. Most of these tutors are students who have been in the area for over a year.

Two things are worth mentioning about this data. First, over 40% of these students are still in the 2 range on the FSI test. Second, only a very small portion of the students, approximately 10%, have progressed beyond the 3 range, that is to a 3+ or 4 level.

Feedback on Students With No Post-LTM Program

To both teams of testers, the most obvious characteristic of those students who had no post-LTM program was the apparent lack of real progress in both language learning and dialogue memorization.

The testers questioned whether the students actually understood what was being said to them by native speakers of Spanish. As opposed to the group with the post-LTM program, these students seemed to lack an awareness of what was going on around them.

It was observed that senior companions in the no post-LTM areas did not have any particular learning strategies to help their companions. The result seemed to be that senior companions were the only ones who could really patch together an entire dialogue.

In terms of the language, those students with no post-LTM program did not sense the necessity for language study, possibly because they had to concentrate so much on dialogue memorization.

For the no post-LTM students who had been on the language emphasis at the LTM, it seemed to be a bit more difficult to pick up new dialogues in the field than for those in the dialogue emphasis, but not by much. It appeared that the dialogue group had only gone outside of what they learned at the LTM in a couple of instances. The rest of their time was spent in relearning the dialogues that they had "memorized" at the LTM.

After seeing the students with no post-LTM program in the field, one of the testers made the following observation:

> "I think that maybe we at the LTM concentrate too much on the mastery of the dialogue at the LTM....sort of supposing that the students who have the dialogues (can pass them off at the LTM) have them forever and ever. Perhaps we look at the LTM too much as an end in itself. It's like saying that the LTM is the end of a student's formal learning experience."

Feedback on Post-LTM Programs

Reports, questionnaires, and logs obtained from the students, supervisors, and testers who were involved with the post-LTM programs reveal a number of problems as well as positive aspects of the programs.

The primary criticism of the programs was the daily time requirement, particularly the hour a day in language study. Students felt this deprived them of time they needed for other things and it was seen at times as a source of contention between companions. One tutor expressed the problem thus:

> "My comments on the programs are a little bit selfish maybe, but I missed the time to review my dialogues and the personal studying. I do see the advantage for the learning companion, but I feel the program could be modified just a bit in the language part of the program without as much time spent."

There was also a feeling that the programs were too inflexible. There was too much repetition at times, and not enough flexibility for different kinds of students. Some students said the programs were helpful, but not always easy, and sometimes boring. Some resented the fact that they were required to use the programs.

Student reactions to the post-LTM programs seemed to reflect very closely the attitudes of the student supervisors. In some areas the programs received active support and there the attitude was generally positive and the results good. In other areas, where the programs received less support or where student supervisor himself may have had preconceived feelings about the value of the programs, the attitude of the students tended to be negative. In examining the feedback, this difference in attitude and perception of the programs from one area to another was quite remarkable.

In general, junior companions seemed to react more favorably to the programs than the senior companions. Senior companions often felt that it was an imposition to have to spend as much time as they did teaching their junior companions, that they were doing it only because they were told to, and that they really got nothing out of it themselves. Sometimes the program united companionships and brought them closer together, and other times it divided them. For example, one student made the following comment:

> "This program has left me with a bad feeling about studying as companions. The relationship that we have in our companionship now is one of 'Gran Maestro' and 'El (e) Stupido'."

This may be contrasted with a student in another area who said:

> "I really feel it is a great program and I especially like working with my companion. He knows what I need to learn and that's what he emphasizes. I really remember the things I've learned well."

With respect to the content of the programs, the major criticisms were:

1. The language program was too simple at first and,
2. The review mechanism in the dialogue program was somewhat inflexible. Learners said they needed more review time after they had completed a dialogue to put it all together.

Many of the students expressed a need to be taught more dialogues at the LTM. (Senior companions said this as much or more than juniors.) In many cases, those who learned only one dialogue at the LTM said they would like to have learned more because it is easier to pick up something familiar than it is to pick up something totally new.

All of the students who participated in the post-LTM programs were asked if they felt that the programs, given adequate revision, should be expanded to all students in the field. Forty-one out of forty-three students felt that the language program should be extended to all students in the field, and thirty-nine out of forty-three felt that the dialogue program should be extended to all students in the field.

Synthesizing the feedback from tutors and learners into some kind of general reaction to the post-LTM programs is not easy, but the following statement describes what is perhaps the most central and reoccurring theme:

> "I liked the program and I got a lot out of it, but it wasn't the easiest thing in the world and there are some bugs in it that need to be worked out."

Summary of Findings from Post-LTM Phase

1. After two to three months in the field, there are no significant differences anywhere between the language emphasis and the dialogue emphasis. The dialogue group appears to be still slightly ahead in terms of dialogues learned and the language group appears to be still slightly ahead in terms of dialogue mastery, but these differences are not significant. We may say that the two groups are now in an overall sense basically equal.

2. The post-LTM programs group is superior to the no post-LTM programs group in the following areas: 1) language proficiency, 2) number of dialogue concepts learned in the field, 3) total number of dialogue concepts learned, 4) mastery of Dialogue C, 5) mastery of other dialogues, 6) total dialogue mastery, and 7) dialogue comprehension.

   These data are highly significant. They suggest that those students who had the post-LTM program are progressing better in terms of both language and dialogues, that they not only have learned more of the dialogues but they know them better and they understand them better. In addition, their overall language ability is considerably better.

3. The post-LTM group spent more time studying language than the no post-LTM group; however, in the case of the dialogues those students with no post-LTM program spent as much or more time as those who had the post-LTM program and still learned less. Apparently they are using their time much less effectively.

4. Students in general (and particularly those without post-LTM programs) are low in terms of the language. Eighty percent of the experimental students who had no post-LTM programs were at the level of 1+ or lower. This may be interpreted to mean that they are quite ineffective in their abilities to communicate. They will not understand much of what they hear, their speech will be quite broken, their use of grammatical constructions highly restricted, and their range of content topics severely limited.

   Almost half of the students who have been out over a year are still in the 2 range. It is proposed that an effective student should be at least a 3*. The large number of 2+s among the tutors suggests that, even among the more experienced students there are a large number who may be able to get by and handle most situations but whose language will sound obviously weak to native speakers and who will find their effectiveness to deal with situations outside the basic areas of student experience quite limited.

5. Both post-LTM and no post-LTM groups were shy of where they need to be to be effective in communicative skills. Both groups still have a significant amount of the dialogues to learn and need to improve in their language ability; however, those with the post-LTM programs appear to have direction and to be making significant progress.

6. There is not enough evidence to choose definitively among the four specific treatment combinations in this study (language with post-LTM programs, language with no post-LTM programs, dialogues with post-LTM programs, dialogues with no post-LTM programs). It rather seems that the factor of post-LTM programs itself is the overriding variable (regardless of whether the emphasis at the LTM was on language or dialogues), provided of course, that the student receives some kind of foundation in both areas at the LTM. Those groups who had less language at the LTM tended to catch up with the others if they had the post-LTM programs. Those groups who had less dialogues at the LTM tended to catch up with the others if they had the post-LTM programs. Students without the post-LTM programs did not do well and were still struggling after two to three months in the field.

7. There were some significant problems associated with the post-LTM programs. There is a need to examine these programs and revise them, particularly with respect to time requirements and flexibility.

* This represents our best estimate of the minimal proficiency level required for flexible and effective student work. The accuracy of this estimate is, of course, open to debate and should be established experimentally.

CONCLUSIONS AND RECOMMENDATIONS

This study has raised a lot of new questions; however, it does present some solid information related to the four questions which were specified at the beginning of this document. While the data do not always suggest exactly what should be done, we believe that they lean strongly toward the following conclusions and recommendations.

Conclusion I. There is a need for follow-up language and dialogue programs after students leave the LTM.

It seems apparent that the LTM cannot give students all the training they need in terms of either the language or the dialogue. Eighty percent of the students in the country without post-LTM programs are at the level of 1+ or lower after about ten weeks in the country. Over 40% of the senior companions are at the level of 2+ or lower, after a year or more in the country. These proficiency levels do not seem satisfactory. It seems to us that all students should continue their study of the language and attempt to achieve the level of a 3 so that they may be effective in communicating with the native population. It is also apparent that without some kind of a program students do not tend to study the language on their own.

There is also a need for continued study in the dialogues. After two months in the field, the students with no post-LTM program knew an average of 24 of 55 dialogue concepts. Even those who had a dialogue emphasis at the LTM had learned an average of only 29 concepts which is roughly half the dialogues. Even with a post-LTM program, it would take some time for students to reach the level where they are truly competent in terms of the dialogues and the language, but the students with the post-LTM programs seem to learn more in less time and with better mastery.

Moreover, it seems apparent that, given the current extensive dialogue plan and present methods and time constraints at the LTM, all students cannot learn five or six dialogues while they are here. That was attempted unsuccessfully in this study. It may be that individualizing the learning of the dialogues at the LTM (which is currently under study) would enable some students to learn more while here, but there will probably always be a large number of students who will leave the LTM with a lot of memorization still ahead of them.

The LTM must not be considered as both the beginning and the end of language instruction or dialogue learning.

Recommendation 1. Post-LTM programs for language learning and dialogue learning should be provided for all foreign-speaking students.

It is proposed that such programs, if followed carefully, would enable students to become more effective sooner. It is proposed that such programs can take a major load in language and dialogue training, thus relieving the necessity of providing all that training at the LTM.

If it is not possible to have adequate post-LTM programs, the best alternative recommendation that can be made from this study, though it also would appear to be inadequate, would be to give students a basic foundation in the language and try to teach them as many dialogues as possible before they go into the field. Moreover, if no post-LTM programs are made available, then student supervisors must take a more active role in providing follow-up language and dialogue training in the field.

Conclusion 2. Post-LTM programs such as the ones used in this study are capable of meeting the need identified above.

The programs which were used provided substantial improvement in both language learning and dialogue learning; however, more time than the two months examined in the study would be required to get students to the level where they would be effective.

Certain revisions are needed if these specific programs are used. The post-LTM programs must have the support of the student supervisors. In this study, feelings of students toward the programs varied a great deal from student supervisor to student supervisor and the results of the programs seemed to follow the affect.

Recommendation 2. Given adequate revision, the programs used in this study (or similar programs in other languages) may be used as post-LTM programs for students in general, at least until something better is developed.

It has been shown that these programs are capable of providing significant improvement when used conscientiously; however, if they are implemented, they should be closely scrutinized and any complications worked out.

If post-LTM programs are implemented widely, some central control (for example, from the LTM) is needed to ensure quality control and support among the different areas.

Conclusion 3. The decision to follow a language versus dialogue emphasis at the LTM is not a factor of concern.

Regardless of the emphasis given at the LTM, it appears that students will do well if there are adequate follow-up programs. If there are not adequate follow-up programs, they will probably stumble for some time anyway.

However, some basic ability in the language is prerequisite to effective learning of the dialogues. This should be taken into account at the LTM. How much language study and how much dialogue study a student should receive at the LTM should not be determined on the basis of this standard approach or that standard approach. Individual differences are a big factor and the LTM program should provide for different students to have different combinations of language learning and dialogue learning depending on what their previous background in the language is and what they most need while they are here.

Recommendation 3. The LTM should not focus on 1) teaching a lot of dialogues or, 2) teaching a lot of language, but should provide foundations in both the language and the dialogues and provide students with the capability to continue to progres in both areas.

Before learning dialogues, students should gain adequate prerequisite skills in the language, which will then improve their memorization. As soon as they are capable of effective and efficient learning of the dialogues, they should begin working on the dialogues.

Having begun studying the dialogues, students should then continue to progress in both areas at the LTM and beyond. It is not desirable to neglect one area for the benefit of the other.

Adequate training in using post-LTM programs should be provided at the LTM. This could be one of the most important functions of the LTM in the future, to see that students are adequately trained so that after they leave they can continue to progress, both in terms of the language and in terms of the dialogues. Moreover, if such training can be adequately provided at the LTM, it will not be necessary to go from area to area training students in the use of the post-LTM programs as was done in this study.

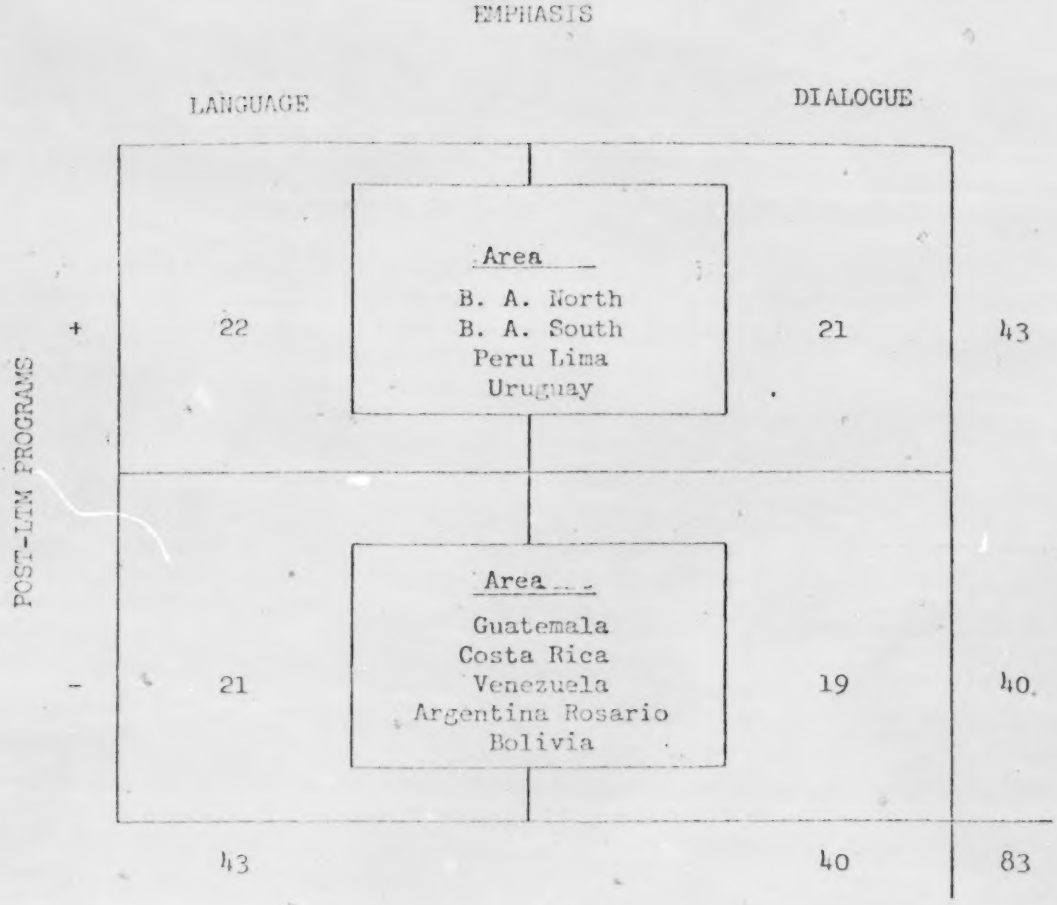
Finally, there is a need for more flexibility. The LTM must become more flexible in terms of meeting the needs and abilities of individual students. Some students, particularly if they have had previous experience in the language, may be able to make a lot of progress at the LTM and could conceivably enter the field with a good solid background in the language and a good portion of the dialogues memorized. Other students may struggle to pick up basic essentials at the LTM and will need to rely on the post-LTM programs to lift themselves as quickly as possible to the level where they may be effective.

* * * * * * * * * * * * * * * * * * *

This report on language and dialogue training for students has identified what appear to be some important needs. That needs exist, however, must not be construed to mean that current performance is somehow weak or substandard. While it is true that more needs to be done, that we must find better, more effective ways; it is also true that much is already being done.

Both of the tasks considered in this report are overwhelming. It is unrealistic to suppose that all or even most students can accomplish both of them in a few short weeks. That students learn the foreign language and the dialogue as well as they do at the LTM is a miracle. Surely there is no other place on the face of the earth where learning is so intense and the outcome so fruitful.

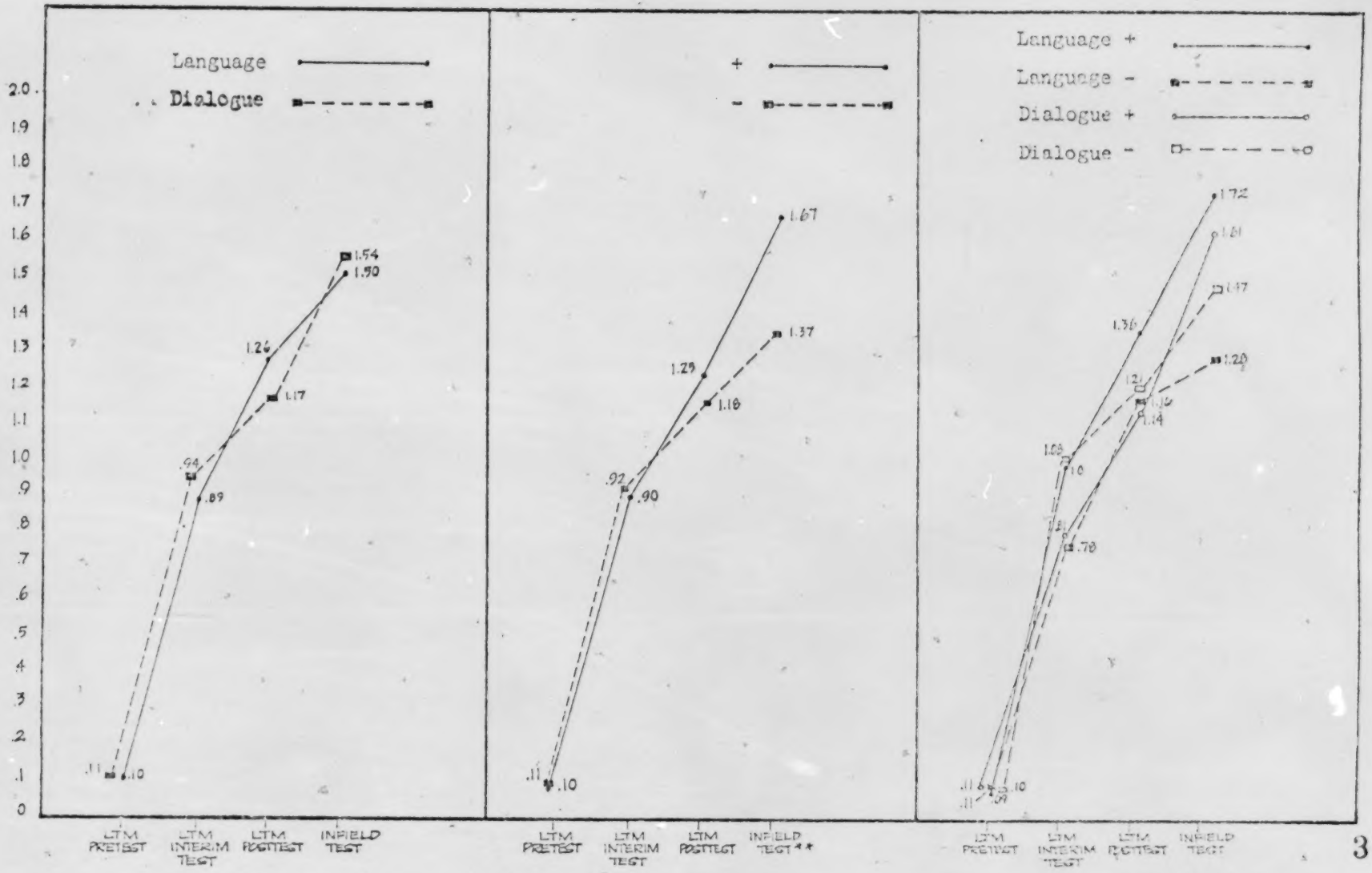
It is important for us to keep all of this in perspective, acknowledging both the current achievement and the need to improve, not only in language but also in other areas requiring the student to make use of the problem solving process. If we may generalize: results indicate a need for greater structure, expecially when intensive learning and/or problem solving are involved.



+ = Post-LTM Programs

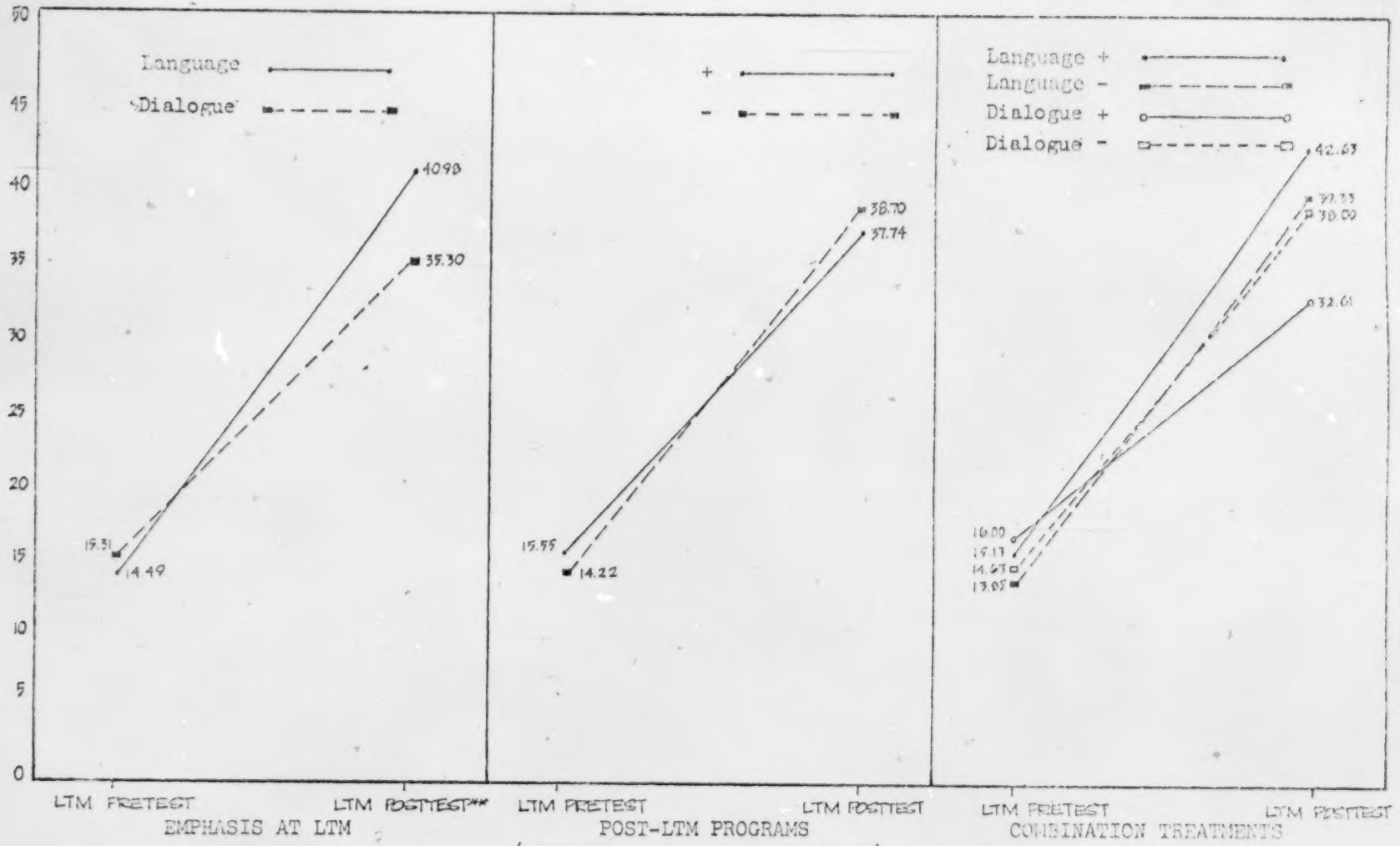
- = No Post-LTM Programs

FIGURE 1 EXPERIMENTAL DESIGN



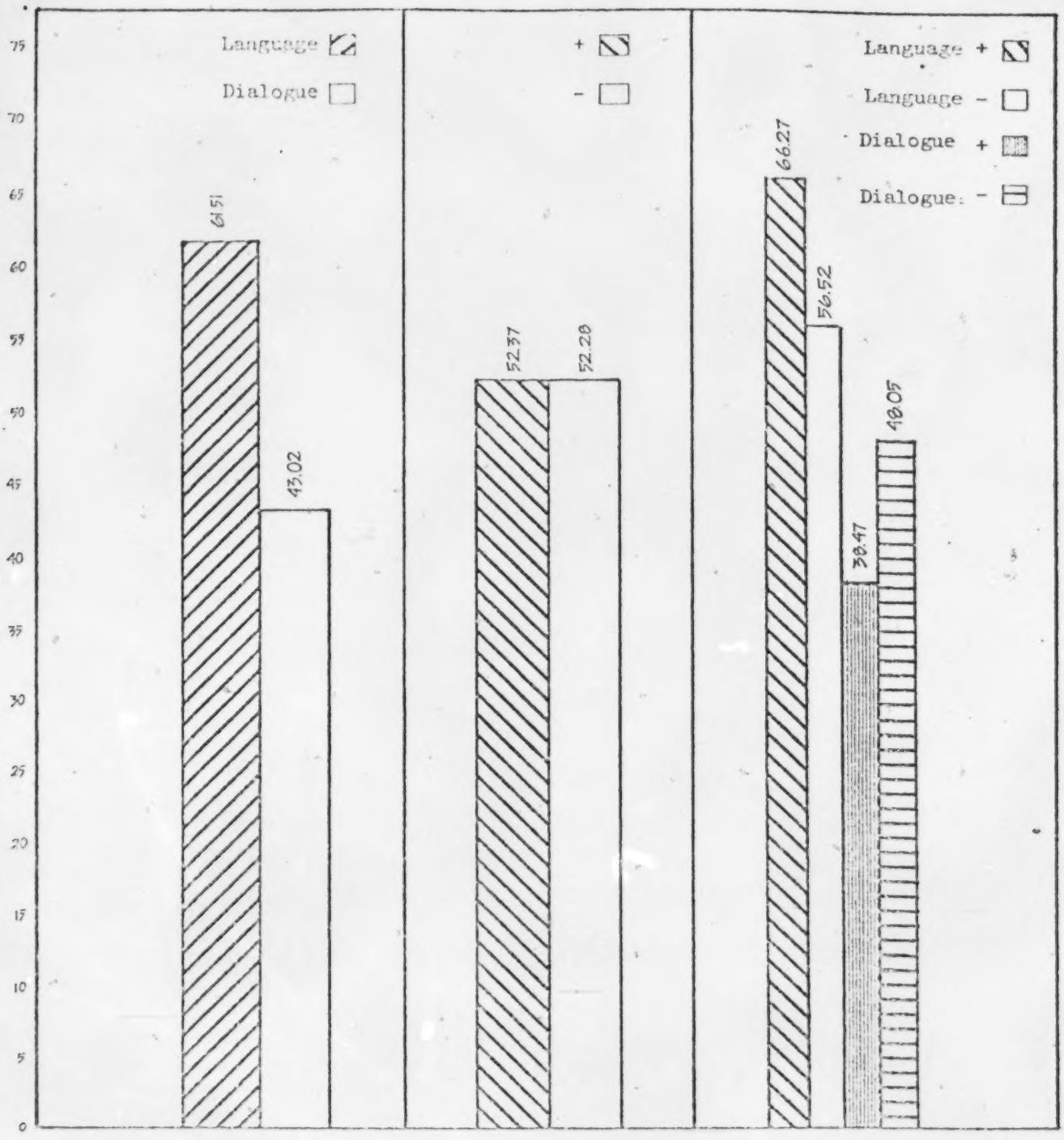
**Difference significant ($p \leq .01$)

FIGURE 2 MEANS FOR FSI SPOKEN LANGUAGE PROFICIENCY TEST



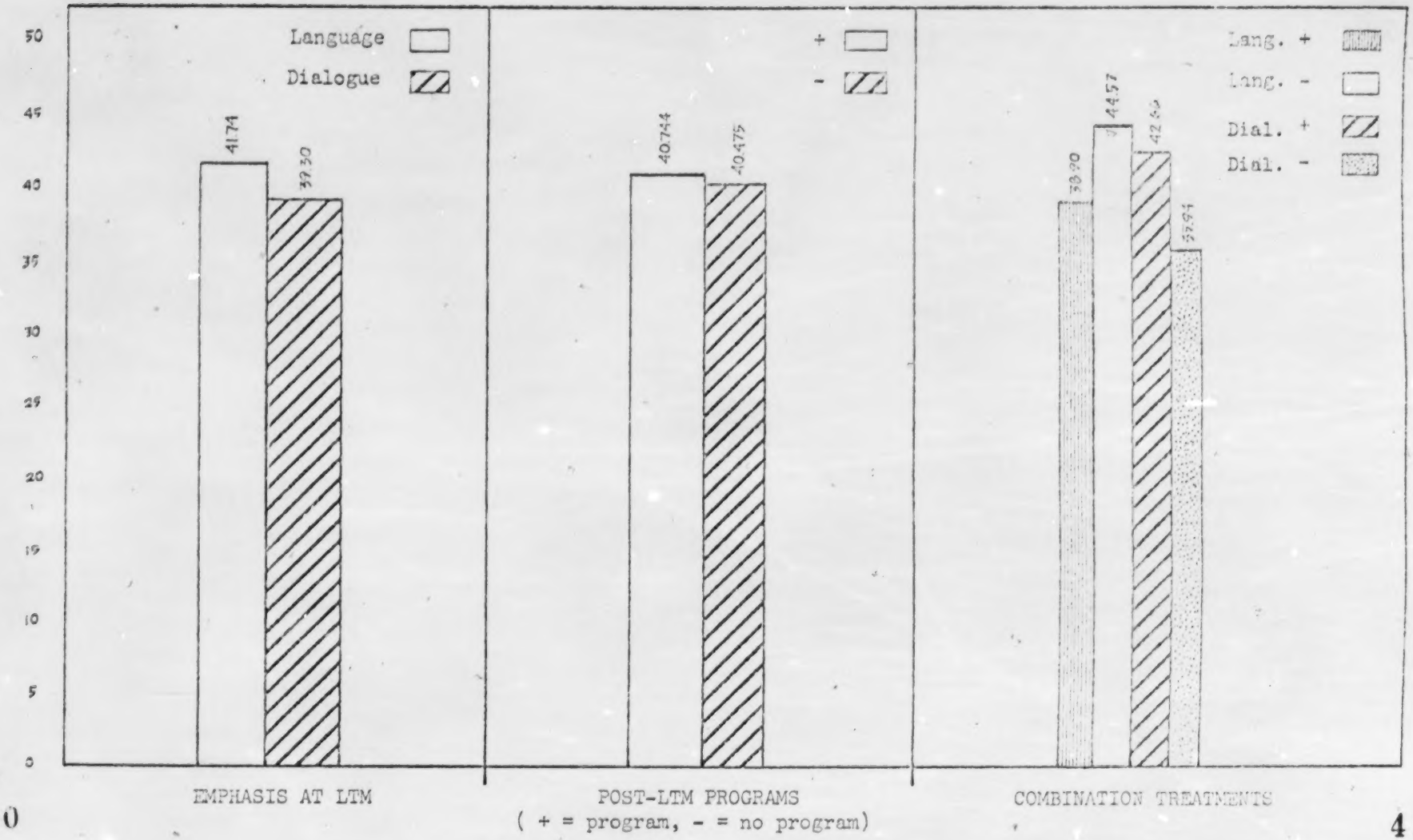
**Difference significant ($p \leq .01$)

FIGURE 3 MEANS FOR WRITTEN GRAMMAR TEST (MAXIMUM = 60)



**Difference significant ($p \leq .01$)

FIGURE 4 MEANS ON WRITTEN DIALOGUE RECALL TEST AT LTM (DIALOGUE C) (MAXIMUM = 80)

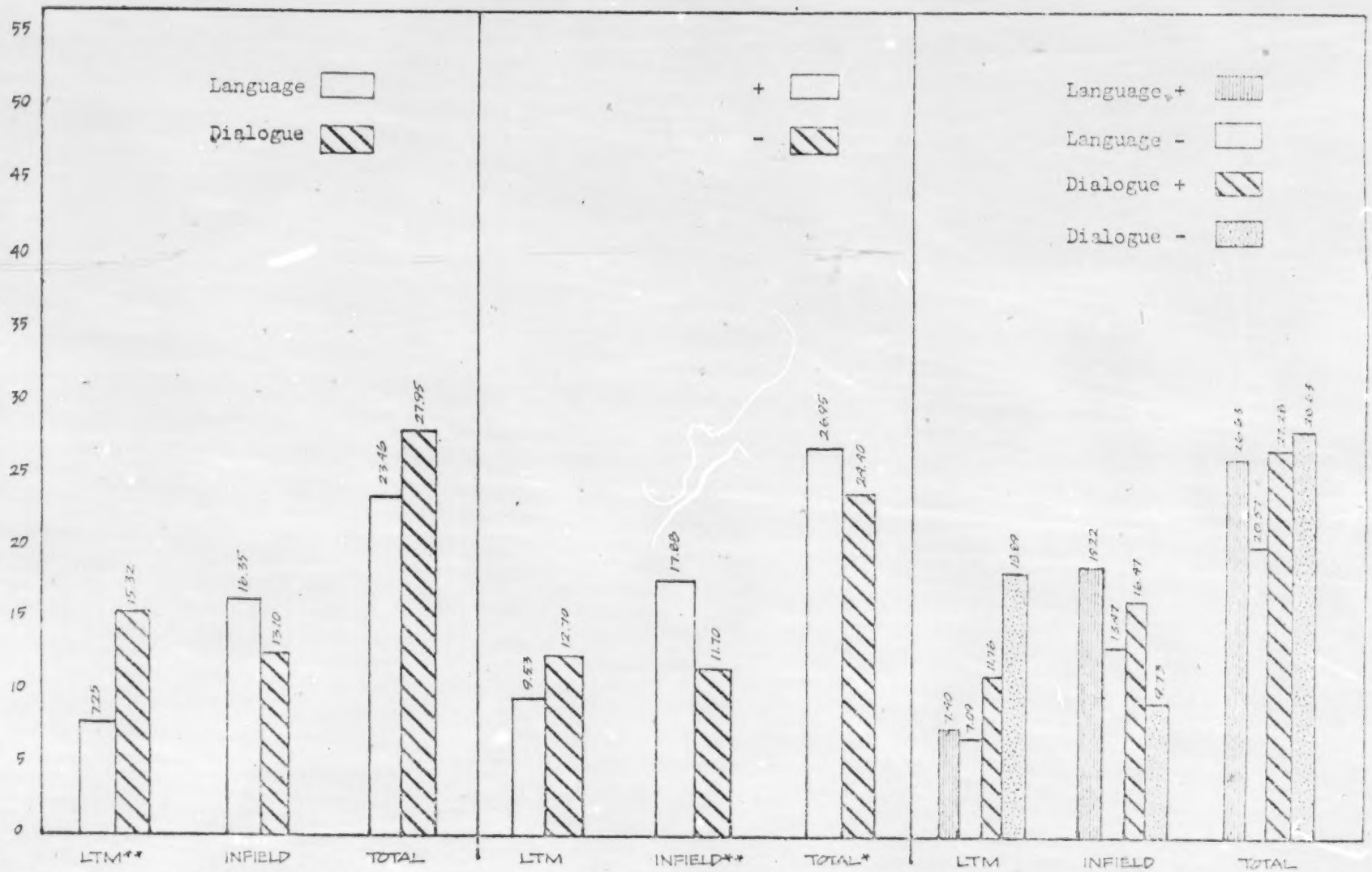


40

41

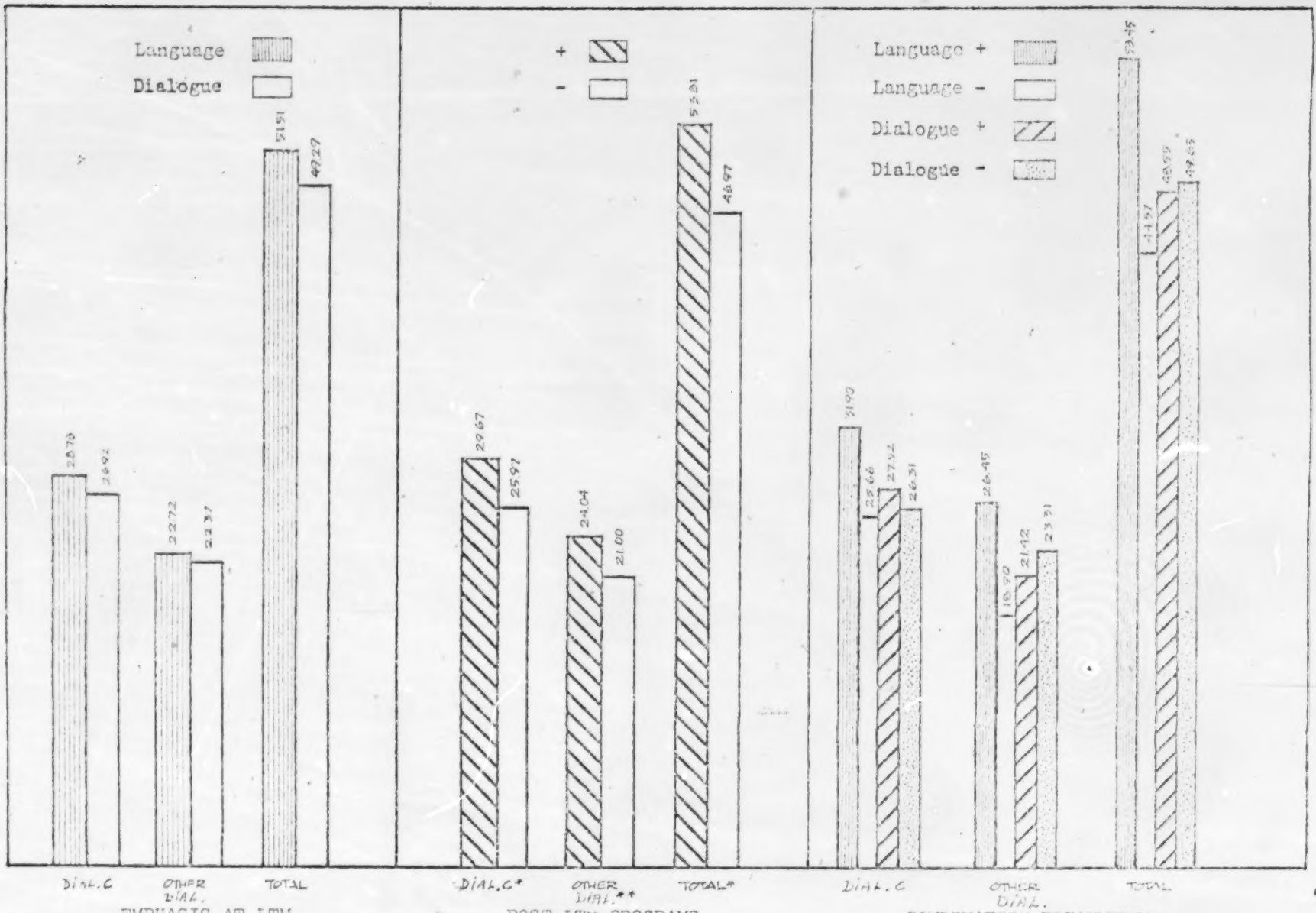
None of the differences are significant ($p \leq .05$)

FIGURE 5 MEANS ON ANXIETY INVENTORY AT LTM



*Difference significant with weeks at LTM as covariate ($p \leq .01$)
**Difference significant ($p \leq .01$)

FIGURE 6 DIALOGUE CONCEPTS LEARNED (MAXIMUM = 55)



EMPHASIS AT LTM

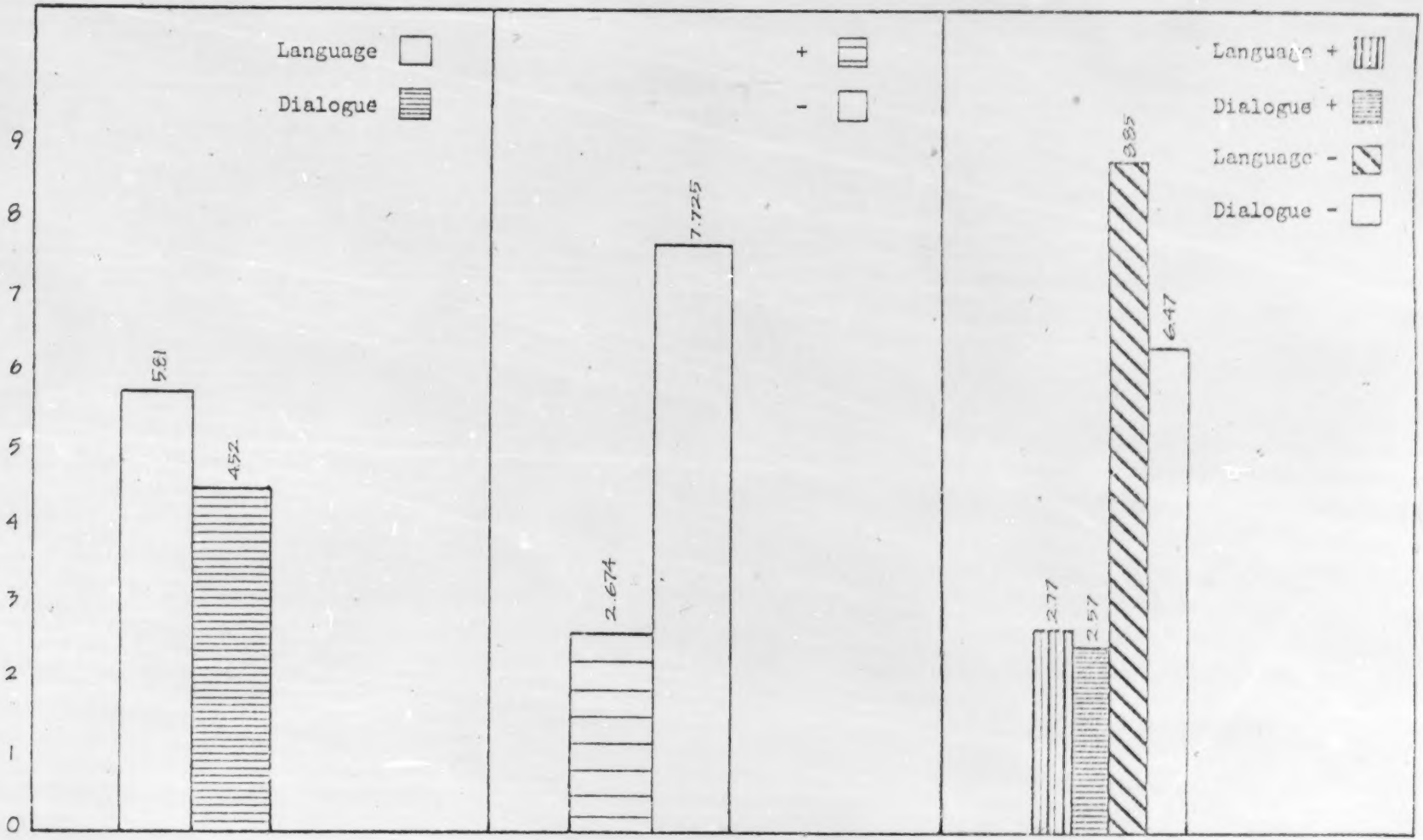
POST-LTM PROGRAMS

(+ = program, - = no program)

COMBINATION TREATMENTS

*Difference significant ($p \leq .05$)

**Difference significant with weeks at LTM as covariate ($p \leq .05$)



**Difference significant ($p < .01$)

FIGURE 8 MEANS FOR DIALOGUE COMPREHENSION ERRORS (INFIELD)

	S-1	S-2	S-3	S-4	S-5
Pronunciation	Often unintelligible	Usually foreign but rarely unintelligible	Sometimes foreign but always intelligible	Sometimes foreign but always intelligible	Native
Grammar	Accuracy limited to set expressions, almost no control of syntax; often conveys wrong information	Fair control of most basic syntatic patterns; conveys meaning accurately in simple sentences most of the time	Good control of most basic syntatic patterns; always conveys meaning accurately in reasonably complex sentences	Makes only occasional errors, and these show no pattern of deficiency	Control equal to that of an educated native speaker
Vocabulary	Adequate only for survival, travel, and basic courtesy needs	Adequate for simple social conversation and routine job needs	Adequate for participation in all general conversation and for professional discussions in a special field	Professional and general vocabulary broad and precise, appropriate to occasion	Equal to vocabulary of an educated native speaker
Fluency	Except for memorized expressions, every utterance requires enormous, effort	Usually hesitant; often forced to silence by limitations of grammar and vocabulary	Rarely hesitant; always able to sustain conversation through circumlocutions	Speech on all professional matters as apparently effortless as in English; always easy to listen to	Speech at least as fluent and effortless as in English on all occasions
Comprehension	May require much repetition, slow rate of speech; understands only very simple, short, familiar utterances	In general, understands non-technical speech directed to him, but sometimes misinterprets or needs utterances reworded. Usually cannot follow conversation between native speakers	Understands most of what is said to him; can follow speeches, clear radio broadcasts, and most conversation between native speakers, but not in great detail	Can understand all educated speech in any moderately clear context; occasionally baffled by colloquialisms and regionalisms	Equal to that of the native speaker

TABLE 1 SUMMARY DESCRIPTION OF FSI SPEAKING PROFICIENCY LEVELS

SUBJECT	N		YEARS	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY (PERCENT)		CUMULATIVE FREQUENCY	
	Lang.	Dial.		Lang.	Dial.	Lang.	Dial.	Lang.	Dial.
Previous Language Experience. Emphasis at LTM	43	40	0.0	9	8	20.9	20.0	20.9	20.0
			0.5	1	0	2.3	0.0	23.3	0.0
			1.0	4	12	9.3	30.0	32.6	50.0
			2.0	17	7	39.5	17.5	72.1	67.5
			2.5	1	0	2.3	0.0	74.4	0.0
			3.0	7	7	16.3	17.5	90.7	85.0
			4.0	4	5	9.3	12.5	100.0	97.5
			5.0	0	1	0.0	2.5	0.0	100.0

Mean (Lang.) = 1.8 years

Mean (Dial.) = 1.8 years

TABLE 2 YEARS OF PREVIOUS SPANISH EXPERIENCE: LANGUAGE EMPHASIS VS. DIALOGUE EMPHASIS

SUBJECT	N		YEARS STUDIED	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY (PERCENT)		CUMULATIVE FREQUENCY	
	+	-		+	-	+	-	+	-
Previous Language Experience. Post-LTM Programs	43	40	0.0	13	4	30.2	10.0	30.2	10.0
			0.5	0	1	0.0	2.5	0.0	12.5
			1.0	6	10	14.0	25.0	44.2	37.5
			2.0	12	12	27.9	30.0	72.1	67.5
			2.5	1	0	2.3	0.0	74.4	0.0
			3.0	8	6	18.6	15.0	93.0	82.5
			4.0	3	6	7.0	15.0	100.0	97.5
			5.0	0	1	0.0	2.5	0.0	100.00

Mean (+) = 1.6 years

Mean (-) = 2.0 years

TABLE 3 YEARS OF PREVIOUS SPANISH EXPERIENCE
POST-LTM PROGRAMS (+) VS. NO POST-LTM PROGRAMS (-)

		DIALOGUE RECALL TEST		
	Count Row Percent Column Percent Total Percent	Low (LE 52)	High (GT 52)	Row Total
FSI POST-TEST				
		32	16	42
	Low	66.7	33.3	50.6
	(LE 1)	80.0	37.2	
		38.6	19.3	
		8	27	41
	High	22.9	77.1	49.4
	(GT 1)	20.0	62.8	
		9.6	32.5	
	Column	40	43	83
	Total	48.2	51.8	100.0

Corrected chi square is significant ($p \leq .01$)
Phi = 0.43297
r = .5693

TABLE 4 RELATIONSHIP OF POST-TEST FSI SCORES TO WRITTEN DIALOGUE RECALL TEST SCORES

		DIALOGUE RECALL TEST	
Count Row Percent Column Percent Total Percent		Low (LE 52)	High (GT 52)	Row Total
GRAMMAR POST-TEST				
		32	10	42
Low (LE 38)		76.2 80.0 38.6	23.8 23.3 12.0	50.6
		8	33	41
High (GT 38)		19.5 20.0 9.6	80.5 76.7 39.8	49.4
Column Total		40 48.2	43 51.8	83 100.0

Corrected chi square is significant ($p \leq .01$)
Phi = 0.56711
r = .6723

TABLE 5 RELATIONSHIP OF SCORES ON WRITTEN GRAMMAR POST-TEST TO RECALL TEST SCORES ON WRITTEN DIALOGUE RECALL TEST

	EMPHASIS		POST-LTM PROGRAMS	
Time spent studying language in the field. (hrs./week)	Lang.	Dial.	+	-
	3.9	3.7	5.7	1.8

	EMPHASIS		POST-LTM PROGRAMS	
Time spent in studying dialogues in the field. (hrs./week)	Lang.	Dial.	+	-
	10.4	10.3	9.9	10.8

+ = Post-LTM Programs

- = No Post-LTM Programs

TABLE 6 AVERAGE TIME SPENT STUDYING LANGUAGE AND DIALOGUES IN THE FIELD

SUBJECT	N		CODE*	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY		CUMULATIVE FREQUENCY	
	+	-		+	-	+	-	+	-
Type of dialogue study program used.	43	40	1	0	27	0	67.5	0	67.5
			2	0	7	0	17.5	0	85.0
			3	0	5	0	12.5	0	97.5
			4	0	1	0	2.5	0	100.0
			5	43	0	100.0	0.0	100.0	0.0

SUBJECT	N		CODE*	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY		CUMULATIVE FREQUENCY	
	+	-		+	-	+	-	+	-
Type of language study program used.	43	40	1	0	27	0	67.5	0	67.5
			2	0	7	0	17.5	0	85.0
			3	0	5	0	12.5	0	97.5
			4	0	1	0	2.5	0	100.0
			5	43	0	100.0	0.0	100.0	0.0

*CODE:
1. I have no regular, organized program.
2. I have a regular program which I set up myself.
3. I have a regular program which my companion helped me set up.
4. I have a regular program organized and written down by the area.
5. I have a regular program organized and written down by the Language Training Mission.

TABLE 7 TYPE OF STUDY PROGRAMS USED IN THE FIELD BY GROUP WITH POST-LTM PROGRAMS (+) AND GROUP WITH NO POST-LTM PROGRAMS (-)

TEST	N		FSI LEVEL	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY		CUMULATIVE FREQUENCY	
	Lang.	Dial.		Lang.	Dial.	Lang.	Dial.	Lang.	Dial.
LTM FSI PRETEST	43	40	0.0	36	33	83.7	82.5	83.7	82.5
			0.5	5	5	11.6	12.5	95.3	95.0
			1.0	2	2	4.7	5.0	100.0	100.0
LTM FSI INTERIM TEST	42	39	0.0	2	7	4.8	17.9	4.8	17.9
			0.5	13	5	31.0	12.8	35.7	30.8
			1.0	22	16	52.4	41.0	88.1	71.8
			1.5	3	8	7.1	20.5	95.2	92.3
			2.0	1	3	2.4	7.7	97.6	100.0
			2.5	1	0	2.4	0.0	100.0	0.0
LTM FSI POST-TEST	43	40	0.0	0	1	0.0	2.5	0.0	2.5
			0.5	6	9	14.0	22.5	14.0	25.0
			1.0	16	16	37.2	40.0	51.2	65.0
			1.5	15	6	34.9	15.0	86.0	80.0
			2.0	4	6	9.3	15.0	95.3	95.0
			2.5	2	1	4.7	2.5	100.0	97.5
			3.0	0	1	0.0	2.5	0.0	100.0
INFIELD FSI TEST	43	40	0.0	0	0	0.0	0.0	0.0	0.0
			0.5	0	1	0.0	2.5	0.0	2.5
			1.0	16	6	37.2	15.0	37.2	17.5
			1.5	11	23	25.6	57.5	62.8	75.0
			2.0	15	8	34.9	20.0	97.7	95.0
			2.5	1	2	2.3	5.0	100.0	100.0
			3.0	0	0	0.0	0.0	0.0	0.0

TABLE 8 DISTRIBUTION OF FSI SCORES FOR LANGUAGE EMPHASIS AND DIALOGUE EMPHASIS

TEST	N		FSI LEVEL	ABSOLUTE FREQUENCY		RELATIVE FREQUENCY (PERCENT)		CUMULATIVE FREQUENCY	
	+	-		+	-	+	-	+	-
LTM FSI PRETEST	43	40	0.0	36	33	83.7	82.5	83.7	82.5
			0.5	5	5	11.6	12.5	95.3	95.0
			1.0	2	2	4.7	5.0	100.0	100.0
LTM FSI INTERIM TEST	42	39	0.0	8	1	19.0	2.6	19.0	2.6
			0.5	7	11	16.7	28.2	35.7	30.8
			1.0	18	20	42.9	51.3	78.6	82.1
			1.5	4	7	9.5	17.9	88.1	100.0
			2.0	4	0	9.5	0.0	97.6	0.0
			2.5	1	0	2.4	0.0	100.0	0.0
LTM FSI POST-TEST	43	40	0.0	1	0	2.3	0.0	2.3	0.0
			0.5	10	5	23.3	2.5	25.6	12.5
			1.0	13	19	30.2	47.5	55.8	60.0
			1.5	9	12	20.9	30.0	76.7	90.0
			2.0	6	4	14.0	10.0	90.7	100.0
			2.5	3	0	7.0	0.0	97.7	0.0
			3.0	1	0	2.3	0.0	100.0	0.0
INFIELD FSI TEST	43	40	0.0	0	0	0.0	0.0	0.0	0.0
			0.5	0	1	0.0	2.5	0.0	2.5
			1.0	6	16	14.0	40.0	14.0	42.5
			1.5	19	15	44.2	37.5	58.1	80.0
			2.0	15	8	34.9	20.0	93.0	100.0
			2.5	3	0	7.0	0.0	100.0	0.0
			3.0	0	0	0.0	0.0	0.0	0.0

TABLE 9 DISTRIBUTION OF FSI SCORES FOR GROUP WITH POST-LTM PROGRAMS (+) AND GROUP WITH NO POST-LTM PROGRAMS (-)

SUBJECT	N	FSI LEVEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
FSI scores of tutors in Infield Program	43	2.0	1	2.3%
		2.5	17	39.5%
		3.0	21	48.8%
		3.5	3	7.0%
		4.0	1	2.3%

TABLE 10 DISTRIBUTION OF FSI SCORES FOR POST-LTM TUTORS